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Fifth Grade

Willard Streeter Bass

History: The central point of the year's work in history thus far has been the industrial and social life of the early colonists in America, and the study has been based upon the manner in which the various settlers sought to satisfy the immediate need for food, shelter, and clothing, to acquire wealth by trade, and to reduce the wilderness into peaceful and populous colonies. Incidentally the pupils have obtained an idea of the love for religious and political freedom which induced many of the colonists to leave comfortable homes for the hardships of frontier life. They have also seen the vigorous pioneer life of the colonists develop the love of freedom even in those of their number in whom it was not at first strong. The work of this month will be to show how this love of freedom and fear of even the shadow of tyranny led to the complete independence of the Colonies.

The starting-point for the work on the Revolutionary War will be the story of the battles of Lexington and Concord, as the class was much interested in these events when their anniversary was celebrated by the school. The story will be retold to the class, illustrated with stereopticon pictures, and made in every way as vivid as possible. The children will reproduce in chalk drawings the points which have most appealed to them, and will write the story of the day.

The class will then follow the rapid gathering of the militia around Boston, their efforts to keep the British in that city, and to cut off their supplies from the country, and finally the attempt of the Americans to dislodge the British from the city by occupying the heights at Charlestown. The story of the battle of Bunker Hill will be told, and a sand-modeled map of Charlestown will be constructed, the position of the Americans and British located, and their movements during the day followed. Stereopticon pictures will be shown and the dramatic interest of the occasion will be used as effectively as possible.

The men behind the redoubt will be contrasted with those in front of it. The latter, uniformed, well-drilled, unthinking servants of the royal will, were very unlike the brave, undisciplined fighters in homespun at the top of the hill. The class will find out what kind of homes the latter came from; why they wore homespun; what they had to eat in their homes; why they had no tea; what they used in place of it; what their occupations were; and why they had resisted the march of the British at Concord, and had taken the aggressive at Bunker Hill.

The answer to the last question will show some of the annoyances placed in the way of American trade and manufacture; how the Colonies could trade only with England; how many things, such as iron products, could not be manufactured in the Colonies; and finally the exasperating tax on tea and the story of the Boston tea party.

Drawing: An illustration of the battle of Lexington and Concord; an illustration of the battle of Bunker Hill.

Writing: The stories of Lexington and Concord and of Bunker Hill will be written out by the class.

References: Lodge, *The Story of the Revolution*, Ch. I–III; Winsor, *Narrative and Critical History of America*, Vol. VI, Ch. I–II; Morris, *History of United States*, pp. 172–200; Eggleston, *History of the United States and its People*, pp. 161–167; Frothingham, *Siege of Boston*.

Geography: The work for the month will be the study of the Western Highland of North America, a review of the parts of the continent previously studied, and a study of the relation of the various sections to each other and to the whole continent.

Topographically the Western Highland may be divided into three sections—that north of Puget Sound, that between Puget Sound and the Isthmus of Tehuantepec, and that south of the Isthmus of Tehuantepec.

The region north of Puget Sound will first be studied. After the class has obtained an idea of the topography of the region as a whole, it will seek a more detailed knowledge of the scenery and vegetable and animal life of the region by following an ideal summer excursion, via the Mackenzie River to the Arctic Ocean, and another via Skagway and the White Pass to Dawson City.

The region between Puget Sound and the Isthmus of Tehuantepec will be studied as a great basin whose walls are broken for the exit of the Columbia and Colorado rivers. The wonderful scenery in this region will be studied from pictures, and the class will use the simple principles of the action of weathering and erosion to determine how some of it was formed. The scarcity of rainfall in this region will also be noticed, a reason for it found, and the resulting vegetation described. The climate and vegetation of California will be compared with that of the Great Basin, and the influence of the Sierra Nevada mountains upon climate made plain.

The region south of the Isthmus of Tehuantepec has now a special interest on account of the proposed Nicaragua and Panama canals. The class will examine the topography of the region carefully enough to see some of the advantages of each route, and will study climate and people in order to perceive some of the difficulties in the way of constructing these canals.

The final work of the class will be the making of a map of North America, showing the relief in black and white and the character of the vegetation in color.

Sand Modeling: Maps of the three sections of Western Highland. Map of North America.

References: Carpenter's Geographical Readers, *North America*, pp. 235–316, 327–352; Tarr and McMurray, *Home Geography*, pp. 176–189; *North America*, pp. 281–330, 378–393.

Nature Study: METEOROLOGY. The weather records will be continued in the same manner as in previous months. The observations with the skiameter will also be continued. At the close of the month the class will have a record of the sun's slant from the winter to the summer solstice. It will also have a record of the average temperature for each month, and will be able to form an estimate of the effect which the slant of the sun's rays has upon temperature. An immediate application of this knowledge will be made in showing the influence of latitude upon climate. The continent of North America is the subject of the month's work in geography. The class will determine the location of various parts of the continent upon the globe, and will find the slant of the sun's rays for several sections—such as Alaska, the northern boundary of the United States, and Mexico—at the equinoxes, the summer and the winter solstices.

BOTANY. During the past month the class has found that water is a necessity for plant life, and has formed some idea of the quantity of water which is supplied to plants in the form of rain. In this month a study will be made of the means by which the plant secures and loses moisture.

The class will obtain plants from places in which the moisture is present in the soil in widely varying amounts, such as swamps, prairie, and sand ridge, and will examine their roots to see if there be any characteristic peculiar to the plants growing in dry and in wet places. Similar observations will be made upon the leaves.

To show what becomes of at least part of the water which a plant takes in, the experiments under transpiration, described in the May COURSE OF STUDY,* will be performed by the class.

Painting: The frequent painting of the landscape will be continued through this month. The observations upon the structure of the plants of various areas will all be recorded in color.

References: Jackman, *Nature Study in the Grammar Grades*, pp. 133–135, 380–391; *Nature Study and Related Subjects*, pp. 133–137, 159–163.

Number: To completely understand the effect of the slant of the sun's rays upon climate, it is necessary to know the exact area covered by a beam of constant cross-section at different latitudes. For this purpose the class will find the noon elevation of the sun at a given place, in degrees, by adding to or subtracting from the latitude of the place the number of degrees which the sun is north or south of the equator. Then it will represent a beam of sunshine two inches square by two parallel lines two inches apart, and with the aid of a protractor will draw a horizontal line, making the required angle with the beam of sunshine. Upon the part of the horizontal line intercepted by the parallel lines the class will construct a rectangle with an altitude of two inches. This rectangle will evidently represent the area covered by a beam of sunshine two inches square under the required conditions. Such rectangles will be constructed for the latitude of Dawson City, Quebec, Chicago, New Orleans, and Mexico, and at the times of the winter solstice, the vernal equinox, and the summer solstice.

A consistent attempt has been made during the year to have the number work so correlated with the geography and science that the pupils should feel the necessity for a process before they were required to learn it. Facility in the arithmetical operations can come only through constant repetition, and for the sake of gaining this, a certain number of drill problems in common and decimal fractions will be given during this month.

Manual Training: (MR. CARLEY.) For the last month of the year the children will be allowed to follow their own ideas, as far as possible, as to what they shall make in wood-work. Each child will be asked to bring a sketch of what he would like to make—and from this, modified to suit his ability, and corrected as to construction and design, a working plan will be made, to be followed in the manual training shop.

Music: (MISS PAYNE.) The children in this grade are at the age when the dramatic in songs appeals to them very strongly. The songs of nature and home will give way somewhat to the historic songs. The history of Canada taken in May gives interest to some of the characteristic Canadian French songs. *The Canadian Boat Song* will be sung.

Songs: *The Sword Song*, Von Weber, and *The Harp that once in Tara's Halls*, from Songs of Life and Nature; *The Forge* (see March COURSE OF STUDY); *Oriole's Nest Song,* First Book Modern Music Series; *Dark Brown is the River* (see "Music" under First Grade outline for this month).

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*Page 836, "Directions for Pupils in the Grammar Grade," I, 4. Experiments 1-3.

Sixth Grade

Edith Foster Flint

History and Literature: Though the children have been devoting considerable time to the story which they are writing in connection with their study of the Crusades, work on it has necessarily been slow. This is true because of their lack of practice in writing and their inadequate knowledge of the time—the one deficiency necessitating much revision, the other considerable looking up of topics such as dress, customs, home-life, education, and so forth. There has been, of course, a wide difference in the ways in which the children have handled the story, some showing a good deal of individuality and others following very closely models such as *Ivanhoe.*

During this month the work in binding, illuminating the title-page, and painting the frontispiece will continue, the teacher employing part of the time while the children are thus engaged with hand-work in reading aloud from *The Boys' King Arthur.* The children have received suggestions for their hand-work from visits to the manuscript collections in the Newberry Library and the Art Institute. For alphabets they have had reference to E. F. Strange, *Alphabets;* L. F. Day, *Alphabets, Old and New;* F. S. Mayer, *Hand-book of Ornament.*

Some of the children have chosen to make, in imitation of the publishers, book-plates for themselves, and others have made for the title-page a small design in black and white, suggestive of the story to follow. A good deal of ingenuity and taste has been shown in the making of these designs.

At the close of this month, which is also the close of the school year, a short time will be devoted to summarizing the results of the Crusades, with particular reference to the impulse afforded by the importation into Europe of the mariners' compass and the broadening of men's minds by travel. This will lead to the consideration of the Portuguese voyages and the discovery of America. The aim will be to show that European history and American history are not separate things, but that the discovery of America was the natural outgrowth of movements affecting European thought.

Geography: The geography subject this year has been *Eurasia.* The aims sought to be accomplished through the study have been several. The customs, manners, dress, institutions, and beliefs of certain peoples—expressions of their ways of thinking,—moving against the background of their natural environment—the clear imaging of these has been one aim. To understand the peoples without the environment would be impossible; to study the environment without the peoples would be to lose meaning. This study of present environment, or climate and landscape, has necessarily led to that of landscape-making, or physiography. A clear idea of the forces at work on the earth's surface, their methods of operation, and their importance has been a second aim. In considering the peoples of vari